

**Standard:** □ RPPS community of learners promoting a common understanding, consistent approaches and shared commitment to the development of learner wellbeing and engagement.

## Target

93% Attendance is achieved by all students, Reception to Year 7

Increase in the percentage of students who are enthusiastic and compliant in their learning

Increase community participation in student learning and through whole school programs

## Improvement Strategies

- ⇒ Update of Attendance Policy
- ⇒ Regular follow up of absences, recording of specific data in roll books and collaboration with School Counsellor on attendance follow up.
- ⇒ Leadership follow up of students with high absence concerns including collaboration with teachers, phone contact, home visits, meetings with and referrals to attendance officer.
- ⇒ Attendance class rewards charts in all classrooms, updated on a weekly basis.
- ⇒ Attendance awards presented to classes for reaching attendance targets
- ⇒ Work with the AET/AECO in regards to Aboriginal Students attendance , welfare and engaging with families
- ⇒ Use of electronic systems including phone and Skoolbag app to support parents/caregivers notifying of student absences.

- ⇒ Implementation of the Kids Matter Framework across the whole school (provide training, resources, support etc)
- ⇒ Keep staff updated with RAN, CPC, and Play is the Way Training
- ⇒ Provide opportunity for staff PD in SMART Training and other Social Skills programs (What's the Buzz, Bounce Back).
- ⇒ Support teachers with the implementation of Social Skills programs & CPC (resources, team teaching etc)
- ⇒ Review Student Voice Policy and Kids Co
- ⇒ Provide Lunchtime activities and programs (PALS Program)
- ⇒ ICT—engaging with learning
- ⇒ Close monitoring of alternative and part time programs, including students on suspension
- ⇒ Targeted whole school events including Harmony Day, Reconciliation Day, Book Week, Amazing Numeracy & Literacy Race
- ⇒ Development of Behaviour Support Team, providing case management of students with challenging behaviours including development of strategies to improve their behaviour and engagement in learning.

- ⇒ Create opportunities for volunteers and parents to be involved in whole school and Pirie Partnership programs and events.
- ⇒ School to pay for Police checks and provide RAN training for volunteers.
- ⇒ PD for whole staff on ICT in school (Skool Bag)
- ⇒ Use of ICT for communication with parents/caregivers—notification of events, support needed
- ⇒ Work with AET/AECO to engage and involve Aboriginal families in whole school activities. Continuing holding Aboriginal Voice Community meetings at least twice termly.

## Evidence

- ⇒ EDSAS Attendance Data
- ⇒ Data Warehouse
- ⇒ Class Attendance Charts
- ⇒ Attendance Quilt Data
- ⇒ Counsellor Follow up (notes)

- ⇒ Engagement matrix (Term 2 & 4)
- ⇒ Bully Audit (Termly)
- ⇒ Behaviour statistics (class & yard)
- ⇒ Reduced number of suspensions and inclusions
- ⇒ Improved Attendance Data

- ⇒ Interview Data (copy of teachers booking sheets for Term 1 and 3 interviews)
- ⇒ Parent Surveys
- ⇒ List of volunteers (increase from previous year)
- ⇒ Engagement of volunteers

**Maintenance:**

- ⇒ Behaviour and Yard Education Policies (provide ongoing & updated information to staff, including new staff)
- ⇒ Wilson McCaskill Social Skills program
- ⇒ Alternative learning opportunities (Garden Program, Men's Shed, Community Mentoring)
- ⇒ Review and Audit Counsellor/Social Skills resources. Purchase new resources.